

Moher, M. K. Religious resources in public school instruction

1946

Service Paper

MARY K. MOHER

BOSTON UNIVERSITY
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BOSTON UNIVERSITY
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SERVICE PAPER
RELIGIOUS RESOURCES IN PUBLIC SCHOOL INSTRUCTION

by
Mary K. Moher
(B. S. in Ed. - Boston University, 1943)

SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
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Approved by

First Reader: John J. Mahoney, Professor of Education

Second Reader: William C. Kvaraceus, Assistant Professor of Education

Third Reader:

Approved by

First Reader: J. J. Nelson, Professor of Education
Second Reader: William C. Thompson, Assistant Professor of
Education
Third Reader:

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CHAPTER I

INTERPRETATIONS AND ELIMINATIONS

Religion as a Service

The writer expresses sincere

appreciation to

Dr. John J. Mahoney

for his guidance and help in

preparing this service paper.

iv

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CHAPTER I

INTERPRETATIONS AND ELIMINATIONS

Religion versus a Religion

Most people when asked to define religion bring out their own patterns of living and stress the dogmas of the church of their belief. Since our country offers freedom of worship to all its citizens, public school teachers are prohibited from teaching "a religion" in their classrooms. We will all agree that the above ruling is a necessity, but it should be possible to devise some plan in which religious education could be carried on in the public school without breaking down the American principle of the separation of the church and state.

It seems that the common element in the many religions could be discovered that we might give our pupils appropriate expression in spiritual training that would be unbiased and democratic in all respects.

If we were to examine the majority of courses of study for our public schools, we would discover that religious education is ignored by most schools. In very few there is a slight mention of this important type of education. Since democracy and religion go hand in hand, it does not seem that we could have one without the other. We will all readily agree that the foundation of all education is

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character. It is also basic to democratic living. The hope of democracy depends upon a morale that springs from deeply rooted loyalty to God. If religion and education plan to promote their high mission in society, they must recognize their need of one another and join forces in a common endeavor.

Many educators have come to realize that the omission of religious instruction in our schools is one of the basic causes of our world's difficulties. Juvenile delinquency is rising rapidly and if spiritual teaching could help combat this evil, don't you feel that it is worthy of a try?

Several recent conferences have been held that furnish proof of the growing interest in the religious education of Americans. In May, 1944, a "Conference on Religion and Public Education" was held at Princeton. In 1944, also, the American Council of Education sponsored an institute on "Religion and Education." An "Institute on Religion and Contemporary Life" was held at the University of California in November, 1944. It is gratifying to note that educators are seriously seeking ways and means of bringing religious instruction into our public schools.

Since the greatest number of our future citizens receive their education in our public schools, I feel that in the very near future most reflecting parents will demand that their children be given a spiritual as well as an academic background. Our public school must find a place in its daily

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program for religious instruction but not for "a religion."

A "Larger Place for God" - the Need

A movement that is spreading fast in our country has brought about religious education on public school time. This movement has attained only a small success. "For example in 1942 in New York City only 70,000 of the 998,679 children in public school took time out for religious training." ¹

Many who oppose the teaching of religion in the public schools argue that religion and morality can be taught in Sunday schools. A religion once a week is not the religion of Christians for good men cannot be formed and made on one day. Goodness requires the constant influence of parents and teachers from infancy to the age of reason and from the age of reason to the riper years of youth to form good Christian citizens.

Observing that the parents of many children do not attend church nor send their children to Sunday school, the Church and the home can do very little about the prevention of delinquency. There is only one possible agency that can do much and that is the school.

There is indeed a great need for "a larger place for God" in our public schools.

1. "Religion in Schools," Time, XXXIX (January 5, 1942), p.50.

"Since the democratic way is the way of religion, the ideals and motivation of democracy and those of religion are identical. Hence the school that aims to turn out better citizens for a better democracy should be a place where the religious influence is strong." ¹

"Teachers are prohibited from teaching 'a religion' but they should be encouraged to emphasize as often as possible that America's tradition is religious as well as democratic. Nor do they go too far when they impress upon children that, unless the inner spiritual motives that created democracy in the first place are constantly renewed, its outwards form decay." ²

Is there a place for religion in the public schools that is consistent with the accepted principle of the church and state? How can any American boy or girl understand the origins of American government without a knowledge of the faith that inspired it? We cannot truly carry out the principles of liberty, equality, fraternity, and justice unless we have imbedded in us the spiritual factor of faith.

In 1942 United States parents and churchmen were very surprised at an announcement made by Great Britain. In our own United States religious instruction in the public schools was taboo but Parliament made religious instruction and daily worship a statutory requirement for every school in the United Kingdom.

1. John J. Mahoney, For Us the Living, p. 67.

2. Ibid., p. 67.

Evacuation of British city children proved an eye opener to the families who sheltered them. "For example, one survey showed that three out of every five evacuees had no idea who was born on Christmas or why Christmas was celebrated, knew absolutely nothing of the Bible and had never been taught to pray." ¹

Since Great Britain and many other countries have found a "larger place for God" in their schools, why can't United States do likewise?

It is slightly over one hundred years ago that Horace Mann established in Massachusetts a system of non-sectarian public schools. He did this because he saw that the existing system of church-controlled schools was unsatisfactory to numerous groups who differed in religious beliefs.

Archbishop Hughes, on the other hand, foresaw that a non-sectarian school would eventually become a non-religious school. Fearful of this, the Catholic schools then existing were retained and new ones were added.

The curriculum in most Catholic schools is similar to that of the public schools but as a rule one half an hour a day is set aside for the teaching of religion. However, the Catholic concept of man and his relationship to God underlies the teaching of all subjects.

1. "Religion in Schools," op. cit., p. 50.

Many educators feel that religion can be dealt with in our public schools as well as politics and economics. Many Protestants are coming to see that the Catholics are correct in holding that religion and education cannot be separated without injury to both.

"That our schools should exclude religion from their program is as unfortunate as it is surprising. Because of the probability of some measure of dependence of morality on religion, the latter should be accorded a high place in the educational curriculum." ¹

From the above quotation we can see that Chapman and Counts believe that people who love God in their hearts will be more likely to lead law abiding lives.

Many public school teachers bring religion in an indirect manner to their pupils in their everyday subjects. If this were considered the correct thing to do, more teachers would follow along these lines and would not be afraid to find a "larger place for God" in the classroom.

John Paul Williams proposes that professional educators must rethink their attitude toward religious education, must find a way of putting religious instruction back into the public schools, and must vitalize their efforts to teach democratic living by teaching it as a religion.

1. J. Crosby Chapman and George S. Counts, Principles of Education, p. 344.

Dangers and Difficulties

Many educators will frown at the idea of mentioning religion in the public school although they will consent to "released time" for religious instruction. As I have stated before, this method has its values but it has not proven itself to be highly successful.

"In 1941 the City of New York tried out this experiment over protests from the board of education. The latter protested that the movement would overemphasize religious differences and breed intolerance. And within a few weeks opponents had something to worry about: the Greater Inter-faith Committee, handling the classes for Protestants, Catholics, and Jews, gave the first pupils red lapel buttons bearing white question marks. The idea was that other students would ask what the buttons meant, whereupon the released pupils would explain. Charges of "proselytizing" exploded upon the committee and the buttons were quickly discarded."¹

Other difficulties arose because the board of education forbade the churchmen to hand out enrollment cards in the classroom. Cards were then distributed from the sidewalk by the churchmen of different faiths but this idea was soon given up as undignified.

The children who attended the classes enjoyed the songs, stories, and plays reenacting Bible history.

Why don't our public schools allot a certain amount of time so that our teachers could furnish this same type of training for children? If all the children could be given this instruction in our schools, it would be a democratic measure.

1. "Three R's Plus Religion," Newsweek XVII (June 23, 1941), p. 63.

"John Dewey and others do not favor the religious instruction of public school children on "released" time. They express the fear that it will accentuate religious and cultural differences; that it will result in discrimination against minority groups; that it will place the stigma of atheism on those children whose parents do not wish them to participate." ¹

Most authorities will agree that the problem of imparting religious instruction to public school pupils is a difficult one but they have not given up hope and are studying all possibilities as to how it can be done.

A question often debated is, "Can the public schools teach religion without teaching it with a sectarian bias?"

"Dr. U. S. Fleming believes that it can be done without running into difficulty. He recommends a full program that would include daily religious worship with prayers and hymns as well as Bible reading, simple explanations or clarifying comments on the Scripture reading but nothing sectarian, Bible stories for the younger pupils, Bible study classes in the upper grades and high school and definite religious and Christian ethical instruction as an essential element in all schools and grades." ²

Dr. Fleming feels that the common religious faith of our people can rightfully find its place in public school teaching.

"In the "Seventh Yearbook of the John Dewey Society," the writers recognize the existence and the importance of spiritual values, their relevance to education, and the necessity of their inclusion in the public schools." ³

1. John J. Mahoney, op. cit., p. 327.

2. W. E. Garrison, Religion and Public Schools," The Christian Century, LXI (October 25, 1944), pp. 1229-1230.

3. Ibid., p. 1230.

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1. John J. Mahoney, op. cit., p. 227.

2. W. E. Fleming, Religion and Public Schools, The Christian Century, LXI (October 22, 1944), pp. 1232-1233.

3. Ibid., p. 1230.

They explain the school's approach to these values is through the interpretation of experience, both one's own and that of others as recorded in history and literature.

"One of the authors of this book seems to hold (though he does not clearly affirm) that spiritual values and moral ideas are grounded in the supernatural and insists that this is the Church's business, that the school is neither godless nor in competition with the Church when it strives to bring out the spiritual values implicit in natural experiences, and sharply criticizes the plan of introducing specifically religious teaching into the curriculum." ¹

All will agree that religious instruction must be handled with care. It can be ignored; but are we rightfully teaching democracy when we ignore spirituality and religious ideals?

It might be very fitting if all teachers' colleges included in their training an education for all public school teachers in religious instruction. The teachers could relay these messages to the students in an unbiased manner and thereby improve the minds of our future citizens.

Scope and Treatment of Topic

"An appreciation of the influence of religion in the life of America" is listed by Professor Mahoney as an aim in the social studies program for the elementary schools.

Many of my fourth grade pupils are not members of any church and come from homes where there is little spiritual influence. Our city does not provide for religious instruction for public school children on "released" time.

1. Ibid., p. 1230.

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Realizing the lack of spiritual influence from outside sources, I decided to give a good deal of attention to the above quoted aim. All of my pupils recognize God as the Supreme Power so it was not too difficult to sound the religious note in my every day instruction.

Social Studies, Reading, and Literature were the subjects which I found very helpful in carrying out the religious aim.

Having discovered that my basal school texts did not contain much material along these lines, I spent a great deal of time in the library consulting books and periodicals. I was pleasantly surprised to find so many helpful references that would furnish proof to my class that Americans have always been a God-respecting people. This information was presented as supplementary material through the appreciation technique.

I will state some examples that I found very helpful.

Call to the attention of the students the inscription on our United States coins - "In God We Trust."

Our early universities were founded for Religion, Morality, and Knowledge.

The stories of our early explorers and the early settlements in our country lent themselves very well to spiritual teaching.

Ceremonies when political officers are installed also carry the religious note.

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carry the religious note.

Such heroes as Washington, Lincoln, Cleveland, Theodore Roosevelt, and Robert Lee were men of strong spiritual character.

Our recent war in no way denies the satisfactory effect that religious faith has carried our boys through many trials that human nature could not settle. Stories of Rickenbacker, Eisenhower, Marshall, Montgomery, and many heroes of lesser military rank inspired my youngsters to realize that these men were not afraid to pray.

My youngsters and I kept our library table well stocked with reading materials which contained stories that were not afraid to hold up characters of spiritual ideals. It surprised me to learn that there were so many of these books on the market.

We also found an inexhaustible amount of both old and new material in poetry that aroused the spiritual emotions of the children. Some of the poems were read to the class and others were learned in our choral reading work. I found the better known Psalms very effective in choral reading. Since the required social studies outline in our fourth grade calls for a study of America's great heroes, these references were used as supplementary material to enrich the basal text.

Since much of this material was written for pupils on a higher level than fourth grade, it was necessary to break

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CHAPTER II

ANNOTATED BIBLIOGRAPHY FOR SOCIAL STUDIES

Method of Presentation

In Chapter II of my paper I propose to set up an annotated bibliography which I found very helpful in my treatment of religious resources. These references were used in connection with my daily social studies program.

There has always been the feeling that moral instruction belongs to the school course; but how to organize it with other subjects has been a problem to most teachers. Since the method of striking the religious note must be an individual matter for each teacher to decide, it seemed that the best way to bring this lesson to the children was by impressing upon them that many of our great heroes were not afraid to openly profess their belief in God.

Throughout the bibliography are quoted spiritual excerpts from those books and articles that could be recommended to anyone who would be interested in working along these lines. Since the required social studies' outline in our fourth grade calls for a study of America's great heroes, these references were used as supplementary material to enrich the basal text.

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the content down into more simple language so that it would best appeal to pupils of fourth grade age.

Throughout this part of the work, the appreciation technique was used to arouse the spiritual emotions in the pupils' own lives. One of the essential points stressed in each lesson was the important part that God played in the lives of these great men and women. It was interesting to find out just how this spirituality of others would effect the children and what carry over it would have in their religious feelings.

In another division of this chapter appear some examples of what we actually did in class that prove there can be a closer relation between education and religion.

Periodicals - Spiritual Excerpts

1. Crosby, Bing. "A Father's Plea," Our Sunday Visitor, XXXIV (October 14, 1945), p. 1.

In this brief article Bing Crosby appeals to parents all over the world to teach their children to pray so that people of all faiths, all creeds, and all countries may come closer to God.

Spiritual Excerpt:

"Just like all parents everywhere, I want my children to become honest, useful citizens in an honest peace-loving world. I want my four boys to love their country, love their home, love their God. I want my children to pray - because I know the deep and all-moving power of prayer."

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2. Hall, Clarence W. "He Covered the Fighting Fronts," Religious Digest, XVI (August, 1943), pp. 55-57.

Clarence W. Hall presents in this article an interview with Dr. Daniel A. Poling who, during ten weeks of travel by air, rail, and jeep witnessed the tremendous place that religion had in the lives of men in our recent war. Poling confirms that statement, "General Eisenhower is a man who relies on God."

Spiritual Excerpt:

"That day and night bombs were in front of them and behind them. They were of many churches and faiths, but they read from the same Book and prayed to the same God. And may I add that I have found the chaplains of the three faiths a blood brotherhood of a sacrificial sacrifice. We may all talk about unity here; they have it there!"

3. Homan, Helen Walker. "A Letter to General Washington," The Sign, XXIII (February, 1944), pp. 392-394.

This is a splendid article written in the form of a letter to the Father of Our Country imploring him to guide our men as he did his soldiers at Valley Forge.

Praise is given to General MacArthur and his boys for their outstanding bravery.

Spiritual Excerpt:

"How often during the past two years have I reflected on those scenes at Valley Forge, where the American Spirit was tested and proved, as nowhere else to be unconquerable. Valley Forge - and in our own day, Bataan. How you must have both wept and rejoiced over Bataan! And, I'm sure wished to honor our great General MacArthur, one of your own kind. It was you and that Providence upon whom you so reverently and frequently called, who inspired that spirit at Valley Forge and held the pitiful little army together in the midst of cold, starvation, disease, and death."

2. Hall, Clarence W. "He Covered the Fighting Fronts," Religious Digest, XVI (August, 1943), pp. 22-27.

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4. Hornaday, Mary. "Prayer on the Battlefront,"
The Christian Science Monitor, (May 22, 1943), p. 7.

From the Army and Navy Chaplains' files in Washington there comes increasing proof of the effectiveness of prayer on the battlefield. Some of the heroes mentioned in the story are Captain Eddie Rickenbacker, Captain William F. Cherry, General George Marshall, and Brigadier General Nathan F. Twining.

Spiritual Excerpt:

"Colonel Hans Christian Adamson, senior military observer on the Rickenbacker flight, confessed that he found a nearness to his Creator which he never knew before. The United States Armed forces recognize the value of spiritual inspiration in warfare by issuing to every man who requests one, a Testament."

5. Johnson, Thomas M. "America's No. 1 Soldier,"
The Reader's Digest, XLVI (February, 1944), pp. 113-117.

This story describes the military career of General George Marshall and holds him up as our topmost soldier. General Marshall played a great role in the War and will certainly play a great one in the future.

Spiritual Excerpt:

"A picture in the Marshall home at Fort Meyer, Virginia - a 1918 photograph of American soldiers worshiping in a ruined French church - reveals another side of General Marshall's character, and exemplifies the deep underlying faith of the man who said of our successful landing in Africa: 'The hand of the Lord was over us'. In official Washington there's a slogan for any military crisis which reads: Trust to God and General Marshall."

6. Marshall, Jim. "The First American Saint," Collier's, (March 25, 1944), p.21.

After the war the pleas of a million people of all races and religions will be answered - when Mother Cabrini is canonized Santa Francesca.

Mother Cabrini was an Italian-American woman who spent her life caring for orphans, teaching children, and bringing health to the sick.

Spiritual Excerpt:

"Mother Cabrini's coming sainthood is the answer to pleas, not from Catholics alone, but from Protestants and Jews, Confucians and Agnostics. More than a million people joined to ask the Vatican to reward her heroic virtue by creating her a saint."

7. Oman, John B. "Do Men in the Big House Believe in God?" Religious Digest, XVI (August, 1943), pp. 43-44.

Chaplain Oman of the New Jersey State Prison tells us that men prisoners show their belief in God to an extent that would amaze the average person who lives on the right side of the walk.

Spiritual Excerpt:

"Our chapel doesn't look like a cathedral but the men don't mind. God is there. They come to hear about Him and to feel His presence. They come to give thanks to Him for His mercy, for His help and comfort along a road that would be a lonely one if it weren't for the Good Lord."

8. Orman, Emory L. and Cressy, Robert A. "Shotgun Salvation," Religious Digest, XVI (May, 1943), pp. 34-38.

Can a man become a Christian through a last minute prayer to God for help?

We meet Captain Eddie Rickenbacker, Lieutenant James C. Whittaker, and Sergeant Johnny Bartek who had occasion to experience the power of God in their lives.

Spiritual Excerpt:

"Thanks is given to God that He spared these men. We rejoice in their testimonies. But let us not think our God is so easily appeased - that He can be so soft-hearted with respect to sinful man. Man has an account to settle with God. It must be settled in God's way."

9. Reynolds, Quentin. "Report from the Front," The Boston Herald Magazine, (February 20, 1944), pp. 4-5.

Quentin Reynolds who covered both Dieppe and Salerno was one of the war's star correspondents. He told the people of America to be proud of its boys; pray for them; thank God for them; and live up to them.

Spiritual Excerpt:

"These boys are of many faiths. But they worship the same God and just before battle they want to get a little closer to Him."

10. Reynolds, Quentin. "Chaplain Courageous,"
"The Reader's Digest", XLVII (September, 1945), pp. 13-18.

This is one of the great stories of the recent war:
 how the carrier Franklin survived the most fearful tragedy
 in the history of our Navy.

Spiritual Excerpt:

"Every man on the ship shared something with Chaplain
 O'Callahan. He talked their language and they knew he was
 their friend. The sailors claimed that he only believed in
 two things - God and the enlisted man."

11. Rickenbacker, Captain Edward V. "Pacific Mission,"
Life, XIV (January 25, February 1, February 8, 1943).

This is a story in three parts which describes the
 close call of Captain Eddie Rickenbacker and his companions
 who were forced down into the Pacific Ocean. The spiritual
 devotion of the men show that God helped them through this
 dangerous adventure.

Spiritual Excerpt:

"With the New Testament as an inspiration, we held
 morning and evening prayers. The rafts were pulled together,
 making a rough triangle. Then, each in turn, one of us
 would read a passage. None of us, I must confess, showed
 himself to be very familiar with them, but thumbing the book
 we found one that more than any other bespoke our needs.
 This we never failed to read." (Matthew 6:31-34).

12. Roberts, Eleanor. "In God Is Their Strength," The Woman, XII (April, 1944), pp. 9-11.

This article gives an account of a group of young boys who were preparing for battle in the Solomon area. Most of them were very young and inexperienced and greatly feared their serious mission.

Spiritual Excerpt:

"These boys are thrown together - compelled by force of circumstances to know how much there is to other religions. They have begun to realize that they are all reaching for the same goal, the same God. They're just taking a different ship, but they're all going to the same port."

13. Sondern, Frederic Jr. "There Are No Atheists in the Skies," The Reader's Digest, XLIII (December, 1943), pp. 26-28.

A bomber pilot tells the story that God is very near and personal to men who are facing death in combat.

Spiritual Excerpt:

"And their religion had no sects - Catholic, Jew, and Protestant alike go to one another's services. When in trouble, they ask the Lord to help them."

14. Stidger, William L. "Little Service," Religious Digest, XVI (December, 1943), pp. 9-12.

General Eisenhower is described as a rugged, "big-shot" general who realizes when he is up against it and turns to God for help.

Spiritual Excerpt:

"Nobody is saying that General Eisenhower is a Padre, nor that he holds a devotional service every morning in his tent on Italian beachheads or Sicilian shores.

But what I do claim is that the 'big-shot' general has his intimate reverences, and he knows when he is up against it. He was certainly up against it when he sent that armada of three thousand ships across the water into Sicily. Then it was that General Eisenhower had himself a little service of prayer. Then it was that he turned to God."

15. Stidger, William L. "The Christian General," Religious Digest, XVII (February, 1944), pp. 23-25.

General Marshall has the characteristics of Oliver Cromwell, George Washington, and Chiang Kai-shek. We should feel greatly honored to know that this true Christian man had the final authority over the lives of our fighting boys.

Spiritual Excerpt:

"They will fight with their souls in the job they have to do, and we who have them in charge want their parents to know that everything, ultimately, depends on the soul, for 'out of the heart are the issues of life,' as our Bible puts it."

16. Vandergrift, A. A., Major General. "Religion on Guadalcanal," Religious Digest, XVI (May, 1943), pp. 77-79.

Major General Vandergrift feels that everyone could find strength in religious worship, as he and his men found it on Guadalcanal. Vandergrift claims that spiritual strength carried our boys through at Tunisia, Wake Island, and the Solomons just as it did in earlier history at Trenton and Valley Forge.

Spiritual Excerpt:

"Now about Guadalcanal itself. We made a successful landing on Lunga Point on August 7. That was just seven months after December 7. A great many prayers were said before that attack."

17. "Can They Take It?" Boston Sunday Post,

This is a short article which describes the overwhelming of the Marshall Islands in the Pacific as one of the most significant of our victories.

Spiritual Excerpt:

"One marine back from Guadalcanal was telling this story: During a terrific bombardment by Jap ships, at some time or another every marine on the island prayed.

Someone hearing him said, 'Even the tough fellows?' The story-teller fixed the questioner with a cold, calm eye and said softly through pressed lips, 'Mister, no one is that tough.'"

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Someone nearby said, 'Even the tough fellows! The story-teller took the questioner with a cold, calm eye and said softly through pressed lips, 'Winter, no one is that tough.'"

18. "School for Admirals," My Weekly Reader,
XXIV (October 22-26, 1945), p. 2.

Annapolis students are carefully chosen for their perfect health, good brains, and willingness to work hard at their studies. Their heroes are such men as John Paul Jones, Admiral Dewey, Admiral Farragut, and Admiral Nimitz.

Spiritual Excerpt:

A part of the midshipman prayer. "Almighty God, give me the will to do the work of a man and to accept my share of responsibilities with a strong heart and a cheerful mind."

19. "Captain Rickenbacker Diagnoses Ills of the World and Prescribes the Only Remedy," Our Sunday Visitor,
XXXII (March 12, 1944), p. 1.

This is an account of an address delivered by Captain Eddie Rickenbacker at a recent meeting of the National Education Association. Rickenbacker stresses the important place that religion must have in our curriculum, if we wish to produce good citizens.

Spiritual Excerpt:

"As you may know, I have been on virtually every front where American boys were fighting in the war. And, from the sands of Sahara to the snows of Alaska, from the jungle islands of the Pacific to the bleak hills of China, I have observed one outstanding feature and that is that spiritual strength provides our boys with a discipline of soul which is their real armor of fortitude against the problems and sacrifices that beset them. I can tell you right now that, while admirals may lead our men at sea and generals direct our soldiers of land and sky, the real commander-in-chief of our fighters everywhere is God. Most of our boys are as conscious of His presence and His influence as if He were right by their side."

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20. "Disciple of the Month," Christian Herald,
(October, 1943), p. 27.

General Montgomery is described as a man who fights
by the Old Testament and lives by the New Testament.

Spiritual Excerpt:

"He stood with his men and saved them on the blazing
beaches of Dunkirk; he stopped Rommel at the gates of
Alexandria and drove him out of Africa. He reads his Bible
and he prays daily.

Long, long after most of our generals are gone,
children will say of Montgomery that he fought for God -
and walked with Him."

21. "In Memoriam - An American Unafraid."

This message is dedicated to Theodore Roosevelt who
proved himself to be a splendid spiritual and civic leader.

Spiritual Excerpt:

"He touched the eyes of blind men with a flame that
gave them vision. Souls became his swords; through him
swords became servants of God. He was loyal to his
country and he exacted loyalty; he loved many lands but
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22. "Lincoln's Reliance on God for Victory,"
Our Sunday Visitor, XXXII (February 6, 1944), p. 1.

This is a message written March 30, 1863 by
 Abraham Lincoln in which he calls upon the Nation to repent
 and reform.

Spiritual Excerpt:

"But we have forgotten God. We have forgotten the
 gracious hand, which preserved us in peace and multiplied
 and enriched and strengthened us, and we have vainly
 imagined in the deceitfulness of our hearts, that all
 these blessings were produced by some superior wisdom and
 virtue of our own. Intoxicated we have become too self-
 sufficient to feel the necessity of redeeming and
 preserving peace, too proud to pray to the God that made
 us."

23. The Manchester Leader, December 21, 1945.

This is an account of the death of General George S.
 Patton, Jr.

Spiritual Excerpt:

"The softer side of Patton's nature displayed him
 as a poet and an intensely religious man. His poem,
 'God of Battles' has been set to music. He was fond of
 biblical quotations, liked to sing in Church, and knew
 the Episcopal order of morning prayer by heart."

22. "Abraham's Reliance on God for Victory,"
Our Sunday Visitor, XXXII (February 8, 1944), p. 1.

This is a message written March 30, 1863 by

Abraham Lincoln in which he calls upon the Nation to repent

and reform.

Spiritual Excerpt:

"But we have forgotten God. We have forgotten the
merciful hand, which preserved us in peace and multiplied
and enriched and strengthened us, and we have vainly
imagined in the fecundity of our spirits, that all
these blessings were produced by some superior wisdom and
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This is an account of the death of General George S.

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Spiritual Excerpt:

"The soldier side of Fallon's nature displayed him
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'God of Battles,' has been set to music. He was fond of
biblical quotations, liked to sing in Church, and knew
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Books - Spiritual Excerpts

1. Andrews, Mary Raymond Shipman. The Perfect Tribute. New York: Charles Scribner's Sons, 1906.

This is a story of Abraham Lincoln and his journey to Gettysburg to assist at the consecration of the national cemetery.

Spiritual Excerpt:

"We hereby resolve that these dead shall not have died invain, that this nation under God, shall have a new birth of freedom, and that the government of the people, by the people, for the people shall not perish from the earth."

2. Bartek, Johnny. Life Out There. New York: Charles Scribner's Sons, 1943.

Sergeant Johnny Bartek tells of his experiences with Captain Eddie Rickenbacker on the mission in the Pacific. We find beautiful examples of faith shown by these men during their hours of peril.

Spiritual Excerpt:

"My prayer was answered. Ever since that incident there, I knew I could never doubt anything about faith again in my life. I would have to believe in everything about God."

3. Brindl, Helen. Your Land and Mine. New York: The MacMillan Company, 1931, pp. 1-50, pp. 79-106.

These two units stress religious freedom and teach the child to be tolerant towards people of various religious beliefs.

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4. Bush, Maybelle G. Enjoying Our Land. New York: The MacMillan Company, 1935, pp. 82-96.

This is another reading unit emphasizing the importance of religious freedom.

5. Fast, Howard. Haym Salomon Son of Liberty. New York: Julius Messner, Inc., 1941.

A great many adults have never heard of Haym Salomon. This book holds up Haym Salomon, a man of Jewish faith, as a great hero at the time of the American Revolution. It also gives credit to people of the Jewish faith who fought in the war and donated money to help the cause.

Spiritual Excerpt:

"The little hall was full to overflowing. Not only were the Jews of Philadelphia there, but also the men who had come from the armies in the field, men in torn, faded regimentals. They stood with the others, the striped prayer shawls over their shoulders, asking the forgiveness and mercy of God."

6. Gordy, Wilbur F. Abraham Lincoln. New York: Charles Scribner's Sons, 1917.

In this book we meet Abraham Lincoln as a youth, a man, and finally as the leader of our country. His simplicity, honesty, and goodness brought joy to all who knew him.

Spiritual Excerpt:

"It was Mr. Lincoln's custom, on account of the pressure of business, to breakfast before the other members of the family were up; and I usually entered his room at six-thirty or seven o'clock in the morning, where I often found him reading the Bible or some work on the art of the war. On my entering he would read aloud and offer comments of his own on what he had read."

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7. Darrow, Jane. Nathan Hale. New York: D. Appleton-Century Company, 1940.

Perhaps there is no personality of the American Revolution that by reason of high ideals and heroic death comes closer to young people than that of Nathan Hale.

Spiritual Excerpt:

"He was glad that it was Sunday and near church time. That meant that Eric would be praying for all patriots."

8. Haughland, Vern. Letter from New Guinea. New York: Farrar and Rinehart, 1943.

This is the story of eight men in an army bomber, lost in the darkness of a stormy tropical night. The boy who writes the letter claims that he is not afraid to die because he knew that somewhere was God and He was merciful.

Spiritual Excerpt:

"The shattering blows of the war had taught men that it was stupid to be evil, intelligent to be on the side of God. Patience and prayer, that's what we need. In an emergency, do the simplest thing, the easiest thing, Turn to God."

11. Kelly, Mary G. The Beginnings of the American People and Nation. Boston: Olin and Company, 1930.

In this book we find the part that religion and spirituality played in the discovery and settlement of the United States. Without faith in God our country could not have prospered.

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"The shattering blows of the war had taught men that it was stupid to be evil, intelligent to be on the side of God. Endurance and prayer, that's what we need. In an emergency, do the simplest thing, the easiest thing, turn to God."

9. Henderson, Daniel. Great Heart, The Life Story of Theodore Roosevelt. New York: Alfred A. Knopf, 1919.

This story would give children a general idea of this great hero's youth, his high ideals, his purity of purpose, his intense patriotism, his life of fair play, and his fearless and straightforward character.

Spiritual Excerpt:

"After a week spent on perplexing problems and in heated contests, it does so rest my soul to come into the house of the Lord and worship and to sing and mean it the 'Holy, Holy, Lord God Almighty' and to know that He is my Father and that He takes me up into His life."

10. Johnstone, William J. Robert E. Lee, the Christian. New York: The Abingdon Press, 1933.

Robert E. Lee was a man who lived in the presence of God; who looked to God continually for guidance and strength; whose mind and heart were saturated with faith and trust in God.

Spiritual Excerpt:

"He was a most regular attendant upon all the services of his own church, his seat in the college chapel was never vacant unless he was kept away by sickness, and if there was a union prayer meeting, or a service of general interest in any of the churches of Lexington, General Lee was sure to be among the most devout attendants."

11. Kelty, Mary G. The Beginnings of the American People and Nation. Boston: Ginn and Company, 1930.

In this book we find the part that religion and spirituality played in the discovery and settlement of the United States. Without faith in God our country could not have prospered.

12. Nicolay, Helen. The Boy's Life of Abraham Lincoln. New York: D. Appleton-Century, 1943.

Librarians and teachers everywhere recommend this book for boys and girls. It is a story which brings out the nobility and far-reaching influence of Lincoln's character throughout his life.

Spiritual Excerpt:

"It is no pleasure to me to triumph over anyone, but I give thanks to the Almighty for this evidence of the people's resolution to stand by free government and the rights of humanity."

13. Pace, Mildred Mastin. Clara Barton. New York: Charles Scribner's Sons, 1941.

This is a very interesting and appealing story of Clara Barton, founder of the Red Cross. Life in her early youth should be very interesting to the readers of this book.

Spiritual Excerpt:

"Before her, on her desk was a Bible. She told the children to take their Testaments out of their desks and turn to the Sermon on the Mount. The beautiful dignity of the words filled the little school, and even the biggest boys became sober and attentive."

14. Rickenbacker, Captain Edward V. Seven Came Through.
New York: Doubleday, Doran and Company, 1943.

Eddie Rickenbacker has seen death more closely and more often than any other person. He has learned to look God right in the eye.

Spiritual Excerpt:

"I was deeply interested by these two young Navy fliers. All that we could say was This is heaven, and Thank God, and God bless the Navy."

15. Rickenbacker, Captain Edward V. We Prayed.
New York: American Viewpoint Incorporated.

Captain Rickenbacker's story of danger, deprivation, devotion to duty and sacrifice will long be remembered and retold. As one newspaper editor has remarked: "Anybody whom this story does not inspire has something wrong inside him."

Spiritual Excerpt:

"The boy in my boat had an issue Bible in the pocket of his jumper, and the second day out we organized little evening and morning prayer meetings and took turns reading passages from the Bible. Frankly and humbly we prayed for our deliverance."

16. Runbeck, Margaret Lee. The Great Answer. Boston: Houghton Mifflin Company, 1944.

This book exposes the spirituality of fighting men, women, and children who have turned to God in the midst of danger. We read of Rickenbacker and his raft; the yawl that was lost for twenty-one days; the ambulance plane out of gas on an unchartered reef in mid-Pacific; and the little French girl who was carried piggy-back across the Pyrenees.

Spiritual Excerpt:

"The Generalissimo, who has been called Christianity's most famous convert, has stated his faith eloquently on a number of occasions. He prays daily, the first thing every morning; he says grace before all meals; and he interprets the Bible literally as a guide to his own behavior, both political and personal."

17. Scott, Colonel Robert L. God Is My Co-Pilot. New York: Charles Scribner's Sons, 1943.

The episodes in this book come from a man who holds deep in his heart the belief he has expressed in the title of this book - the faith that his plane has carried an Unseen Co-Pilot who, when Scott has needed help, has told him what to do.

Spiritual Excerpt:

"Up, up the long delirious burning blue
I've topped the wind-swept heights with easy grace
Where never lark, or even eagle, flew,
And while with silent, lifting mind I've trod
The high untrespassed sanctity of space,
Put out my hand; and touched the face of God."

18. Trumbull, Robert. The Raft. New York: Henry Holt and Company, 1942.

Bomber Pilot Harold Dixon and his companions covered a distance of one thousand miles in thirty-four days with an inflated rubber raft eight feet by four feet over-all. They had no food, no water, no instruments, and no means of controlling their tiny fabric boat. But Dixon sailed that raft, made it go where he wanted it to go, and brought his men through.

Spiritual Excerpt:

"I found my recollections of the Bible very useful in the last week or ten days, when we were all exhibiting a tendency to brood over our position. One of my hazy parables would snap us out of our depression and start a flood of discussion in which our dismal outlook was momentarily forgotten."

19. Whittaker, Lieutenant James C. We Thought We Heard the Angels Sing. New York: E. P. Dutton and Company, 1943.

This is the story of a little band who lived for twenty-one days on the edge of eternity. The author reveals the religious emotions which were stirred by the ever present menace of sudden death.

Spiritual Excerpt:

"The prayer I uttered that afternoon was more than desperate. I was calling to my God, who alone could save us. The answer was immediate and miraculous; it was the second of the two divine miracles."

20. Williams, Chester S. Religious Liberty. New York: Row, Peterson and Company, 1941.

In America, freedom of worship, or not to worship is rarely questioned. This book concentrates its efforts on that period in our history when the principles of liberty were fought for and established.

Spiritual Excerpt:

"Religion, or the duty which we owe to our Creator, and the manner of discharging it, can be directed only by reason and conviction, not by force or violence, and therefore all men are equally entitled to the free exercise of religion according to the dictates of his conscience."

Illustrative Classroom Procedures

Our Spiritual Christmas

The Christmas season always lends itself well to the idea of spiritual teaching. Children are always impressed by the story of the Nativity and the singing of Christmas carols.

At the suggestion of my pupils we decided to make this Christmas a religious one. Many of the children were especially thankful that their daddies, brothers, uncles, and cousins were home safely from the War. Others were still praying that their loved ones would arrive for the holidays.

Christmas pictures, poems, and replicas of choir boys emphasizing the religious note were brought in by the children and helped decorate the room.

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children and helped decorate the room.

One parent gladly consented to allow us the use of a manger-crib for our classroom. Some of the children who had never seen a reproduction of the Crib were very much inspired.

During the Christmas season our morning exercises consisted of the Lord's Prayer, a Psalm, and a chosen Christmas carol. One of the children suggested that we conduct our morning tribute around the crib. Since my class is not very large, we were able to do this without confusion. It was very impressive to view the reverence and fervor of these innocent children.

Another child suggested that each day before dismissal it would be nice to all make a visit to the Manger. At this time I would read the children a short Christmas story and we would all join in the singing of a carol. My classroom never seemed so peaceful as the children would file out at the answer to the bell in such a quiet and dignified manner. One could almost think of them as angels.

Our contribution to the school's Christmas assembly was strictly of a religious nature. We prepared poems of a spiritual nature and the children delivered them in a quiet and reverent manner. I sincerely feel that this simple experiment in finding "a larger place for God" is something that not one of my fourth graders will ever forget.

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Making a "Church Book"

Anyone who reads One God by Florence Mary Fitch can not help but gain a greater respect and understanding for all religions. This book presents in an unusual manner the ways of worship of Jews, Catholics, and Protestants. Many pictures accompany the book to make it more real to the interested reader.

The reading of this book aroused the desire in my pupils to know more about these different religions. A series of experiences and discussions proved to them the manner in which they could best carry on this study.

The idea of keeping a scrapbook was not new to any of the youngsters. They decided to compile a "Church Book" and gather as much information as they could about the different religions and their ways of worship.

Parents contributed material and the children visited the library and brought many books and ideas to school. These materials were placed on exhibition and copies of stories, prayers, and psalms were mimeographed for those who wished certain passages for his or her own book.

The exhibition contained Jewish psalms, Catholic prayers, Christian Science material, and Protestant prayers and poems. Although none of my pupils are members of the Jewish faith, it was surprising to note the amount of Jewish spiritual material that was brought in by the youngsters. We did not discuss any of the literature but

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just spoke of it as a contribution to the "Church Book." Each child was allowed to be his own judge of what he considered helpful to him.

During this study there was no attempt to analyze the conception of God. The children's thoughts of happiness, patience, friendliness, and bravery, while doing this work, fitted into their own concept of God as God.

At the completion of the study each child had a book of his own which contained short prayers, psalms, sermons, poems, and stories that could be looked upon as his contribution to the worship of God. Some children composed simple little verses of their own in which they thanked God for their parents, brothers, sisters, friends, health, etc.

This actually satisfied a great many needs for the pupils. Through it they learned the values in thinking about God and of peoples of all creeds living well together.

To some children it gave religious experience and to all the pupils it emphasized a relation between religion and democratic living. The children developed the feeling of kindness, patience, freedom, and tolerance for all members of society.

Any teacher who would attempt to carry out this activity must remember not to discuss or present any personal ideas as to any of the three religions.

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We Listened to God

In a recent copy of the Journal of the National Education Association, I was interested in reading about an experiment which tied in very well with the type of work that I was trying out in my own classroom. A group of fifth grade children had spent a few minutes each day listening to God. At the completion of the experiment the teacher noted that her youngsters had developed more wholesome attitudes toward the school, the home, and the community.

I read and discussed this study with my class and they were eager to try it out.

Earlier in my paper I have quoted instances when George Washington, Abraham Lincoln, and many other great men listened and called upon God to help them settle grave problems.

We decided that each morning, after our morning prayer, we would listen to God and hear any message that He had for us. We imagined that each one of us had a radio and that God was broadcasting directly to us.

The first time we tried this, I asked, "Who wishes to tell us what he heard?" A few hands were raised.

One little boy who was capable of doing better work but liked to dream volunteered, "God told me to stop dreaming, work harder, and get better marks."

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We decided that each morning, after our morning prayer, we would listen to God and hear any message that He had for us. We imagined that each one of us had a radio and that God was broadcasting directly to us. The first time we tried this, I asked, "Do wishes to tell us what He heard?" A few hands were raised. One little boy who was capable of doing better work but liked to dream volunteered, "God told me to stop dreaming, work harder, and get better marks."

Another mischievous little fellow said, "He told me to work harder and not tease the girls." A little girl added, "God told me to help my mother after school and not fuss about minding my baby brother."

As our listening period went along, almost every member of the class wanted to tell his story. We then transferred our discussion period to the last few minutes before dismissal so the children could tell how obedient they had been.

That noon one boy who was not fair in correcting his paper said, "God told me to be honest and I am going to be from now on." Many whisperers claimed that they tried to control their talking. A boy who stayed home from school much more than was necessary said, "God told me to promise that I would come to school unless I am ill." I could quote a great many more of the children's messages of advice but they would be nothing new to any teacher.

We decided to branch out our listening period and not confine it entirely to schoolroom activities. We listened immediately before our recess periods. The children claimed that they were told to play fairly and be considerate of the younger pupils on the playground.

I was interested in the influence that this type of experience was having on their conduct at home. Many of the youngsters reported that their parents were much happier because their boys and girls were trying to be

CHAPTER III

ANNOTATED BIBLIOGRAPHY FOR READING AND POETRY

Method of Presentation

Worthy use of leisure time is listed among the "Cardinal Principles of Education." Most school systems, keeping this in mind, furnish supplementary reading materials so that children can make use of these during their leisure moments in the classroom. Children who develop an interest in independent reading in class are sure to make use of this habit in their spare time outside of school. This extra reading also helps to supplement, broaden, and enrich the required reading of each grade.

Besides this material from our school library, I keep my own room supplied with books from the public library which are carefully selected by the librarian.

When I decided to make a collection of religious resources for my every day classroom instruction, I contacted the city library and asked for books that could be considered spiritual and of a religious nature. The librarian was very co-operative in filling my request.

These books were placed on our library table and the children read them with interest and pleasure. Since the pupils were allowed to read these books at home, parents had

the advantage of enjoying these books with their children. I received many favorable comments on the type of reading that was being exposed to their youngsters.

In this chapter of my paper I have compiled a bibliography of reading books and poems that I would not hesitate to recommend to teachers who are interested in striking the religious note in the classroom.

The children looked forward to a period that was set aside each week for a check on this supplementary reading. Some of the children read aloud prepared passages from the books. Others delivered oral reports which hit the "high spots" and created an incentive for the other children to acquaint themselves with the books.

Our poetry was treated with the appreciation technique. We did not pick the poetry apart lest we spoil the purpose for which we were working. The poems were read aloud and those chosen by the class were memorized. Choral reading made its entry into this phase of our work. I strongly feel that all children can be taught to love this type of poetry.

Supplementary Reading

1. Bowie, Walter Russell. The Story of Jesus for Young People. New York: Charles Scribner's Sons, 1937.

The early and full life of Jesus is presented to the child. He faced many trials and tribulations to prove His great love for us.

2. Claxton, E. E. A Child's Grace. New York: E. P. Dutton and Company Inc., 1938.

The author feels that grace is so full of praise, so beautiful, that it at once brings home the joyful message of the Giver of all good things. The natural and happy hours in a child's life may be linked up with the realization of God's love. If this is done at an early age, children will learn to know that He is a loving Father.

3. Eaton, Anne Thaxter. The Animals' Christmas. New York: The Viking Press, 1944.

Poems, carols, and stories about the animals and the feeling for the birthday of the Christ Child are to be found in this book. It is appropriately decorated and very well-adapted for storytelling.

4. Fahs, Sophia Lyon. Jesus: the Carpenter's Son. Boston: The Beacon Press, 1945.

A very humble little story that should appeal to most children of all ages.

pictures accompany the story to make it more real.

5. Farejon, Eleanor. Ten Saints. New York: Oxford University Press, 1936.

A beautiful book with thrilling stories of ten great saints. The thrilling lives of Saints Christopher, Nicholas, Patrick, Hubert, and others are told and illustrated in this book.

6. Field, Rachel Lyman. Prayer for a Child. Boston: The MacMillan Company, 1944.

This book contains an appealing little prayer for children. Through its lines of poetry we find the love of friends and family and the kindly protection of God that are natural to children. It contains sixteen full-page illustrations and was awarded the Caldecott Medal this year.

7. Fitch, Florence Mary. One God; the Ways We Worship Him. New York: Lothrop, Lee, and Shepard Co., 1944.

This book presents an unusual story of the ways of worship of Jews, Catholics, and Protestants. It should give the reader a respect and understanding for religions other than his own. Many excellent photos explaining the religious ceremonies of each faith are to be found in this book.

8. Ford, Lauren. The Ageless Story. New York: Dodd, Mead and Company, 1939.

Here is the story of the boyhood of Christ, the most beautiful story in the whole world. Music and painted pictures accompany the story to make it more real.

9. Hogner, Dorothy Childs. The Bible Story. New York: Oxford University Press, 1943.

This is the story of the Bible especially written for children.

10. Jones, Jessie Orton. Small Rain. New York: The Viking Press, 1943.

Verses from the Bible illustrated by Elizabeth Orton Jones make this book especially attractive to children. The characters in the pictures are all children and should hold special appeal for them.

11. Jones, Elizabeth O. David. New York: The MacMillan Company, 1937.

The story of David is one of the most popular stories in the Old Testament. It is presented in this book with the original Bible text and illustrated with large pictures in color.

12. Kent, Louise Andrews. He Went with Christopher Columbus. Boston: Houghton Mifflin Company, 1940.

Peter Aubrey is a young English boy who became deckboy on the Santa Maria - the ship commanded by Columbus. Peter considered Columbus a very great man because of his deeply religious nature, his loyalty to Queen Isabella, and his unheard of patience. History and adventure combine to make this excellent reading for young boys.

13. Lathrop, Dorothy P. Animals of the Bible. New York: Frederick A. Stokes Company, 1937.

Interest in animals is almost universal in children.

It is only one approach to the Great Book, but it is a certain one, for as Browning reminds us: "God made all the creatures and gave them our love and our fear

To give sign we and they are His children, one family here."

14. Martin, John. Prayers for Little Men and Women. New York: John Martin's Book House, 1923.

This book contains a most unusual collection of verses for children. Many are written in the form of a prayer.

15. Milhous, Katherine. Snow over Bethlehem. New York: Charles Scribner's Sons, 1945.

Here we find a true story of Christmas in Bethlehem, Pennsylvania in 1755. A little lamb looked down on the children who gathered in the town for safety from Indian raiders. It is a story of early America, full of life and color.

16. Newcomb, Covelle. Larger than the Sky. New York: Longmans, Green and Company, 1945.

This is the story of a great man who as bishop, archbishop, and cardinal, fought for tolerance, for all religious creeds and colors, for education, and for American labor. He wrote excellent books on American ideals and faith.

17. Olcott, Frances Jenkins. Bible Stories To Read and Tell.
Boston: Houghton Mifflin Company.

This book especially edited for children contains one hundred and fifty stories from the Old Testament.

18. Pauli, Hertha. St. Nicholas' Travels.
Boston: Houghton Mifflin Company, 1945.

Nicholas was a bishop of the early Christian church who was beloved by all the people for his generosity and the wonderful deeds he performed. Through the ages, his spirit of giving became associated with the celebration of Christmas, and the beautiful tradition of Christmas gifts sprang up all over Europe. After many years Saint Nicholas turned into our own familiar Santa Claus.

19. Petersham, Maud and Miska. Jesus' Story.
New York: The MacMillan Company, 1942.

This is the first introduction to the Bible for small children. We read the story of Jesus, His parables, and teachings. The book contains many beautifully colored illustrations.

20. Rhibany, Abraham Mitrie. Christ Story for Boys and Girls. Boston: Houghton Mifflin Company.

This book describes the Oriental customs, modes of thought, and habits of speech which help to explain the sayings of Christ and incidents in His life. The author is a Syrian and he writes from personal knowledge of the country and its people.

21. Sawyer, Ruth. The Christmas Anna Angel.
New York: Viking Press, 1944.

This is a delightful little Christmas story which describes the customs of Hungary. We meet a little girl who has sincere faith in her own special angel.

22. Seredy, Kate. The Singing Tree.
New York: Viking Press, 1945.

This is a stirring and beautiful tale of the Hungarian ranch home of Kate and Jansci where love, faith, and hope were kept alive in a world torn by war and hate.

23. Singmaster, Elsie. Stories to Read at Christmas.
Boston: Houghton Mifflin Company, 1940.

A collection of Christmas stories describing the Yuletide in a variety of American homes and under many different circumstances. Whether the story is laid in the home of a Pennsylvania German family, in the home of a family living in the mountains, or in a home where the gifts must be very simple, each one reflects the holy spirit of Christmas.

24. Smith, E. Boyd. The Story of Noah's Ark.
Boston: Houghton Mifflin Company, 1905.

Many pictures accompany the well-known story of Noah. It is written in language simple enough for children to understand.

25. Spyri, Fran J. Heidi. Boston: Houghton Mifflin Company.

Again we meet the classic story of a little Swiss girl's life in the city and on the mountain farm. Heidi helps her grandfather to restore his faith and belief in God.

26. Thoburn, Jean. Away in a Manger. New York: Oxford University Press, 1942.

A beautiful collection of Christmas verse describing the birth of the Christ Child. The child should be impressed by the humble birthplace of the Child.

27. Van Dyke, Henry. The Story of the Other Wise Man. New York: Harper and Brothers, 1923.

Most of us are familiar with the story of the Three Wise Men of the East, and how they traveled from far away to offer their gifts at the manger-cradle in Bethlehem. This is the story of the Other Wise Man and the strange way of his finding the One whom he sought.

28. The Little Children's Bible. New York: The MacMillan Company, 1941.

Parts of the Bible most attractive to children are retold in this book.

29. Told under the Stars and Stripes. New York:
The MacMillan Company, 1945.

This collection of stories is about boys and girls whose families have come from countries all over the world to make their homes in the United States. Through individual portraits, this book presents a glorious picture of America's many-sided heritage. From this book a child should gather understanding, faith, and tolerance for all peoples in our country.

Poems That Stress Spirituality

1. Alexander, Cecil Frances. "All Things Bright and Beautiful." New York, 1919.

Spiritual Excerpt:

"All things bright and beautiful,
All creatures great and small,
All things wise and wonderful, -
The Lord God made them all."

2. Blake, William. "The Lamb." New York, 1919.

Spiritual Excerpt:

"Little lamb, I'll tell thee;
Little lamb, I'll tell thee;
He is called by thy name,
For He calls himself a lamb;
He is meek and He is mild,
He became a little child.
I a child and thou a lamb,
We are called by His name.
Little lamb, God bless thee!
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3. Browning, Elizabeth Barrett. "A Child's Thought of God." New York, 1919.

Spiritual Excerpt:

"They say that God lives very high;
But if you look above the pines
You cannot see our God; and why?

God is so good, He wears a fold
Of heaven and earth across His face,
Like secrets kept for love untold."

4. Bryant, William Cullen. "Death of Lincoln." New York, 1938.

Spiritual Excerpt:

"Oh, slow to smite and swift to spare,
Gentle and merciful and just!
Who, in the fear of God, didst bear
The sword of power, a nation's trust.

Pure was thy life. Its bloody close
Hath placed thee with the sons of light,
Among the noble host of those
Who perished in the cause of right."

5. Edwards, M. Betham. "A Child's Hymn." New York, 1929.

Spiritual Excerpt:

"God make my life a little staff,
Whereon the weak may rest,
That so what health and strength I have
May serve my neighbors best.

God make my life a little hymn
Of tenderness and praise;
Of faith, that never waxeth dim,
In all His wondrous ways."

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6. Finch, Francis M. "Nathan Hale." New York, 1940.

Spiritual Excerpt:

"In the long night, the still night,
He kneels upon the sod;
And the brutal guards withhold
E'en the solemn word of God!
In the long night the still night,
He walks where Christ hath trod."

7. Frank, Florence Kiper. "The Jewish Conscript." New York, 1917.

Spiritual Excerpt:

"We are the mock and sport of time!
Yet why should I complain! -
For a Jew that they hung on the bloody cross,
He also died in vain."

8. Jewett, Sarah Orne. "Discontent". New York, 1929.

Spiritual Excerpt:

"Look bravely up into the sky,
And be content with knowing
That God wished for a buttercup
Just here, where you are growing."

9. Hunt, Leigh. "Abou Ben Adhem." New York, 1929.

Spiritual Excerpt:

"The angels wrote and vanished. The next night
It came again, with a great wakening light,
And showed the names whom love of God had blessed,
And lo! Ben Adhem's name led all the rest!"

6. Elmer, Francis M. "Nathan Hale." New York, 1940.

Spiritual Excerpt:

"In the long night, the still night,
He looks upon the sea;
And the bristling guards withhold
Even the solemn word of God!
In the long night the still night,
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7. Frank, Florence Kiper. "The Jewish Conscience." New York, 1917.

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Spiritual Excerpt:

"The angels wrote and vanished. The next night
It came again, with a great wakening light,
And showed the names whom love of God had blessed,
And lo! Ben Adam's name led all the rest!"

10. Letts, W. M. "He Prayed." New York, 1918.

Spiritual Excerpt:

"He prayed;
 Cast helpless on the bloody sod:
 Don't trouble now, O God, for me.
 But keep the boys. Go forward with them God!
 O give our Highlanders the victory.
 The kilts flashed on; Well played, he sighed
 Well played
 Just so he prayed."

11. Martin, John. "Heroism." New York, 1923.

Spiritual Excerpt:

"The bravest hero does not cease
 In goodly efforts day by day.
 He loveth his God and strives for peace
 That spreads its blessings on his way.
 His flag of honor is unfurled;
 And serving most his service is
 The best, which makes a better world.
 God lead my heart to know all this!"

12. Martin, John. "My Country." New York, 1923.

Spiritual Excerpt:

"God, make our people brave and calm,
 And guide each heart and hand
 That shapes the future hope and life
 And goodness of our land.
 Oh God, teach me, a little child,
 To do my honest part
 To make My Country great and good
 Will all my mind and heart."

10. Letter, N. M. "He Prayed." New York, 1918.

Spiritual Exercise:

"He prayed;
Cast his hands on the bloody God;
Don't trouble now, O God, for me.
But keep the boys, go forward with them God!
O give our Highlanders the victory.
The knife flashed out; Well played, he sighed
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11. Martin, John. "Heroism." New York, 1925.

Spiritual Exercise:

"The bravest hero does not cease
In costly efforts day by day.
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To make my country great and good
With all my mind and heart."

13. Martin, John. "What Is a Prayer?" New York, 1923.

Spiritual Excerpt:

"Believe that God is your best Friend.

He has no greater joy

Than granting all believing prayers

Of every girl and boy."

14. Martin, John. "I Do Not Need to Wait." New York, 1923.

Spiritual Excerpt:

"I need not wait for special times

To speak to God in prayer,

Nor do I always have to kneel

To feel that He is there.

No matter what the time or place

I only need to see

That God with all His perfect love

Is here to care for me."

15. Nathan, Robert. "Captain Colin P. Kelley, Jr."
Boston, 1943.

Spiritual Excerpt:

"One bird of God in that still air,

One call to heaven before he fell,

To strike one blow, and strike it true.

He drew his breath and made his prayer,

And said a long and last farewell

To all he loved and all he knew."

13. Martin, John. "What Is a Prayer?" New York, 1933.

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To all he loved and all he knew."

16. Nicholl, Louise Townsend. "For a Child Named Katherine."
New York, 1938.

Spiritual Excerpt:

"I wait for God as I go to sleep.
I stretch out my hand for His hand to keep.
I look for Fairies where grass is deep,
And once where I heard a bell on the sheep.
The Saint who comes at Christmas-time
Is someday not so much all mine.
He surely comes, for Christmas Day,
But I never ask that Saint to stay."

17. Reese, Lizette Woodworth. "Bible Stories."
New York, 1939.

Spiritual Excerpt:

"That week long, in our acres old,
Lad David did I see;
From out our cups with rims of gold,
The little Jesus supped with me."

18. Reese, Lizette Woodworth. "A Christmas Folk Song."
New York, 1938.

Spiritual Excerpt:

"The little Jesus came to town;
The wind blew up, the wind blew down;
Out in the street the wind was bold;
Now who would house Him from the cold?
Then opened wide the stable door,
Fair were the rushes on the floor;
The ox put forth a horned head:
Come, little Lord, here make Thy bed."

16. Nichol, Louise Townsend. "For a Child Named Fatherine."
New York, 1939.

Spiritual Excerpt:

"I wait for God as I go to sleep.
I stretch out my hand for His hand to keep.
I look for Father's arms where angels are deep.
And once where I heard a bell on the sheep.
The Saint who comes at Christmas-time
Is somehow not so much all mine.
He surely comes, for Christmas Day,
But I never ask that Saint to stay."

17. Reese, Linette Woodworth. "Bible Stories."
New York, 1939.

Spiritual Excerpt:

"That week long, in our secret old,
I saw David did I see;
From out our cups with rills of gold,
The little Jesus sipped with me."

18. Reese, Linette Woodworth. "A Christmas Folk Song."
New York, 1939.

Spiritual Excerpt:

"The little Jesus came to town;
The wind blew up, the wind blew down;
Out in the street the wind was bold;
Now who would house Him from the cold?
Then opened wide the stable door,
Lain were the washes on the floor;
The ox put forth a horned head;
Come, little lord, here make thy bed."

19. Sangster, Margaret E. "A Song for Our Flag."
New York, 1929.

Spiritual Excerpt:

"A bit of color against the blue;
Hues of the morning, blue for true,
And red for the kindling light of flame,
And white for a nation's stainless fame.
Oh! fling it forth to the winds afar,
With hope in its every shining star:
Under its folds wherever found,
Thank God, we have freedom's holy ground."

20. Scott, Duncan Campbell. "Hymn for Those in the Air."
Boston, 1943.

Spiritual Excerpt:

"Eternal Father, by whose Might
The firmament was planned,
Who set the stars their paths of light,
Who made the sea and land,
Thou who are far, yet near,
In the bright Now and Here,
And where the Void is sleeping,
Take them who dare to fly
Into Thy keeping."

21. Wynne, Annette. "I'm Wishing the Whole World Christmas."
New York, 1939.

Spiritual Excerpt:

"O, I'd need a pen to write golden,
The goldenest pen indeed.
To wish the whole world Christmas
For the happy children to read.
I'm wishing the whole world Christmas
And may the dear Lord be kind;
And send blessings down like snowflakes
For all of His children to find."

19. Carpenter, Margaret E. "A Song for Our Flag."
New York, 1930.

Spiritual Excerpt:

"A bit of color against the blue;
Lines of the morning, blue for true,
And red for the kindling light of flame,
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Take them who dare to fly
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21. Wynn, Annette. "I'm Wishing the Whole World Christmas."
New York, 1933.

Spiritual Excerpt:

"O, I'd need a pen to write golden,
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For the happy children to read.
I'm wishing the whole world Christmas
And may the dear Lord be kind;
And send blessings down like snowflakes
For all of His children to find."

22. Unknown. "A Prayer." New York, 1919.

Spiritual Excerpt:

"Father, we thank Thee for the night
And for the pleasant morning light,
For rest and food and loving care,
And all that makes the world so fair.
Help us to do the thing we should,
To be to others kind and good,
In all we do, in all we say,
To grow more loving every day."

23. The Boston Post. "At Valley Forge." February 22, 1944.

Spiritual Excerpt:

"He knelt, and in the sky there was a glow,
He bowed his head before the wintry blast,
And prayed at Valley Forge upon the snow,
That peace would bless his land at last.

He knew his cause was just and God would hear,
So he prayed before the battle fervently,
With his small army, asking in a clear
And trusting voice for victory."

CHAPTER IV

EVALUATION

Difficulty of Evaluating Intangibles

Since this unit of work was approached entirely by means of appreciation technique, it is quite difficult to set down the benefits derived by the children from such a study.

At the conclusion of this study I did not feel the need for any written check for neither character nor spirituality can be measured by means of such a device. Teachers and parents can help to nourish these virtues in the hearts of youngsters by their teaching and good example.

It is no easy matter to evaluate the good habits, attitudes, and appreciations of an individual. We do know that right attitudes must coincide with the facts and ideals of the Golden Rule and the well-being of all peoples. Since high ideals are to be found in the teachings of all the great religions, my pupils could no doubt gather the right attitudes in learning about that which is good as well as spiritual.

Children of all ages admire great heroes and tend to imitate them in any way that is possible. Many religious thoughts are not too great to be reached through wonderment by young children. Religious enrichment often comes to

the child in his feeling of wonder.

The children were interested and co-operative with regard to all the material that we used to strike the religious note in our classroom.

I undoubtedly feel that through this study a worth-while appeal was made to the children's emotions that proved to them that many of our great men and women were moral, upright, and God-fearing people.

We are still collecting materials that can be considered religious resources for schoolroom use. I hope to add to my collection and continue this work each year on a larger scale.

Evidences of Worth-while Results

In this division of my paper I hope to enumerate examples that proved to me that the presentation of religious resources was beneficial to the pupils of my fourth grade.

Favorable comments were received from the parents, librarian, and the children themselves who knew that we were trying to find "a larger place for God" in our classroom.

The children's librarian claimed that she was pleased and surprised at the increased circulation of the books in the religious section of the library. Since the children were allowed to take these books home, their brothers, sisters, and friends developed an interest and a desire to visit the library for more books of this type. More books of a

spiritual nature are being added frequently to our city library collection.

Several parents told me that their youngsters began to look at Church and God in a more serious manner. They tried to be better children for they had learned that our great heroes and heroines were good people who called upon God to help them to live better lives. The parents also learned that they could well imitate the great men of our country and spend more time thinking of the importance and necessity of looking up to God.

We steered away from the mention of any one religion but discovered that faith and belief in God are absolutely necessary in our every day life. With this thought in mind, the pupils assumed a spirit of dignity and reverence at all times when we were engaged in this study.

The daily saying of the Lord's Prayer took on greater meaning for the children. They repeated the prayer with the true feeling that they were calling upon God to give them help in everything they did during the day. The same reverent feeling was displayed in our poetry period.

The children spent a great amount of their leisure time outside of school examining books and magazines for poems and stories that emphasized the spiritual side of life.

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Tolerance towards people of all religious faiths and colors is given much attention in books, speeches, and radio broadcasts of today. I feel that in our study of the book entitled "One God" we came to realize that peoples of all religious beliefs worship a Supreme Being although it is done through different ceremonials and services. The children discovered that each person can be steadfast and loyal to his own belief yet he can respect the rights of others.

In our social studies spiritual excerpts we learned that it was men and women of all religious faiths who helped to make our country strong and free. God assisted these heroes when the task seemed impossible of being settled by a human being.

In listening to God throughout our schoolday the children felt a nearness that they had not sensed before. It pleased them to know that God was willing to help and listen to a little child just as He advises the greatest general in history.

The children readily grasped the true meaning of the Christmas celebration. They discovered that this beautiful day cannot be a complete success unless people everywhere cultivate kindness, courage, and good will in their own hearts.

I noticed that during this study the children developed more self-confidence and an eagerness to find spiritual

For the purpose of this study, the following data were collected: the number of cases, the number of deaths, and the number of recoveries. The results of the study are as follows:

The number of cases was 100, the number of deaths was 10, and the number of recoveries was 90. The results of the study are as follows:

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Above all, I hope that they have respect for God and for the peoples of all faiths who are trying to preserve our democracy and make our country the best place in which to live.

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